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ABSTRACT

This manual presents teaching practices that are appropriate when using textbooks to teach history-social science to students with learning disabilities and others at risk for school failure. The approach is to improve the quality of regular text materials and the way text information is presented and processed, rather than reducing reliance on texts or reducing the level of the materials. The scope of the manual's social sciences includes historical, ethical, cultural, geographic, economic, and sociopolitical knowledge and understandings for grades kindergarten through 12. The general observations, suggestions, surveys, and plans are designed to apply to a wide variety of textbooks; examples are drawn from the Houghton Mifflin Social Studies text series (1991). Part I of the manual presents a systematic process for text review, to identify the features of textbooks that are conducive to learning. Part II examines teaching methods and strategies used to achieve effective instruction and learning. It presents three lesson plans, to provide teachers with examples of how plans can be used to improve the effectiveness of instruction with texts. Appendices contain recommendations for publishers and data from a survey of 31 teachers concerning social studies textbooks. (Contains approximately 55 references.) (JDD)



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# Improving Instruction for Students At Risk

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# IMPROVING INSTRUCTION *for* STUDENTS AT RISK

## Using History-Social Science Textbooks

BY
GILBERT R. GUERIN, PH.D.

1992
RESOURCES IN SPECIAL EDUCATION
SACRAMENTO, CALIFORNIA

IMPROVING INSTRUCTION FOR STUDENTS AT RISK
USING HISTORY-SOCIAL SCIENCE TEXTBOOKS

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# FOREWORD

The current movement toward greater inclusion of students with learning disabilities in the mainstream of education has led to increased interest in regular education curriculum (Gloeckler, 1991; Patton, et al., 1987) and in regular education textbooks (Martorella, 1990). Since textbooks are the major organizing element of the classroom curriculum (Apple, 1990; Goodlad, 1976; Woodward, Elliott, & Nagel, 1986), they require serious attention if the students with special needs are to be successful in that curriculum.

This manual provides underlying assumptions, concepts, and research on good teaching practices that are appropriate when using textbooks to teach history-social science. The focus is on those practices that enhance instruction for students with learning disabilities and other students with a high risk of school failure due to academic deficiencies. The paper is designed for regular and special education teachers, educational consultants, and supervisors who are responsible for the education of students who have a high risk for academic failure.

In social studies, as in other subject areas, textbooks are the main source of the curriculum (Sesow & Sorensen, 1987). Teacher discussions, student group activities, and student independent work are largely centered around textbook information. Success with the curriculum of regular classrooms is primarily based on success with the information in textbooks. Textbooks can be modified, adapted, or replaced, but ultimately the degree to which special education students function effectively depends, in large measure, on the ability of these students to access, understand, remember, and apply the information gained through regular education textbooks.

Various methods have been proposed to circumvent the problems posed when regular texts are used with special students. These include the reduction of teacher reliance on texts, replacement or modification of materials viewed as inappropriate, reduction of the level of the materials, or the introduction of parallel instruction. An alternative approach, and the one discussed in this manual, is to increase the effectiveness of regular textbook instruction. The intention of this alternative approach is to improve the quality of regular text materials and the way text information is presented and processed.

The social sciences and the related studies considered in this manual include those described in History-Social Science Framework for California Public Schools (1987). They include historical, ethical, cultural, geographic, economic, and socio-political knowledge and understandings for grades kindergarten through twelve. The general observations, suggestions, surveys, and plans that are a part of this manual are designed to apply to a wide variety of textbooks. The examples, however, are drawn from the California state-adopted Houghton Mifflin Social Studies text series (1991).

This manual is organized in two parts. Part I includes an examination of the features of textbooks that are conducive to learning. Textbook analysis and survey procedures are provided as well as two brief reports on the field application of the survey instruments. Part I provides an examination of a variety of ways to study the instructional features of history-social science textbooks. The focus is on those text features and teacher interventions that are likely to enhance learning. Each conceptual consideration is followed by a list of suggestions that addresses the features of an effective text or the needed teacher improvements. The second topic in Part I examines several text-analysis surveys that can provide information useful in planning text-assisted instruction. Part II provides ways that social studies texts can be more effectively used with all students, including those with learning disabilities. The overall report includes formats for textbook analysis and designs for effective teaching practices.

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# Executive Summary

In history-social science, as in many other subject areas, the textbook is at the core of instruction for many teachers. Students pass or fail based on their ability to deal effectively with text material. Special education approaches tend to favor modifying, adapting, or avoiding regular classroom textbooks. Another approach, the one taken in this manual, is that textbooks and textbook instruction can be improved to the point that many students who now fail will achieve success. The textbooks selected for study are from the Houghton Mifflin Social Studies text series (1991). This is the most recent social studies textbook series adopted in California. In this series, the authors provide teachers with an impressive array of special text features and satisfy many of the earlier pedagogical criticisms of social studies texts. Chapters follow a lesson plan format and there are many suggested activities. The teacher decides which activities best fit his or her style and the needs of the students.

There has been considerable study on text features that are most conducive to student learning. Content that has consistent structure, coherence, and appropriateness is considered the easiest to understand. Good texts and textbook practices actively engage students in study and application. Textbooks that provide lessons that follow learning steps result in the most effective learning.

Fifty-nine special education teachers who work with students with learning disabilities participated in a survey about textbook features and made an analysis of the textbooks that they currently used. The results were consistent with the criticisms found in literature and reinforced the need for audio-visual and graphic information. The need for advanced organizers, lower page density, introductions to new vocabulary, and clear lesson structure were also identified.

Methods include both teaching strategies and learning strategies. Effective strategies for learning-from-text include Directed Reading, SQ3R, Guide Questions, and Cooperative Learning. Effective learning strategies include metacognitive skills, memory devices, and specific learning strategies.

This manual provides lesson plans for one chapter in each of three textbooks in the Houghton Mifflin Social Studies text series. The plans follow the Learning Phases approach and refer to textbook activities whenever appropriate. Plans are provided as an approach to learning-from-text instruction. Each text chapter is accompanied with guide questions that follow the exact paragraph sequence within each chapter.

PART I

# TEXTBOOK ANALYSIS IN HISTORY-SOCIAL SCIENCE

The effective use of history-social science textbooks depends on a teacher's knowledge of the subject and on an understanding of the text's content, special features, organization and presentation. Text examination often refers to the procedure used in the process of adopting a text, however, far more important is the examination of a textbook as a part of the preparation for instruction. Both the student's text and the teacher's edition need to be examined to determine how each can be used to support the teacher's goals and style of instruction. The process of text review need not be formal but does need to be systematic enough to provide the teacher with a comprehensive understanding of how the text's author proposes to engage students and support teachers. Formal procedures for textbook analysis help to guarantee that essential features of the student's text and its teacher's edition are fully understood.

# TEXT FEATURES THAT ENHANCE LEARNING

## CONSIDERATE TEXTBOOKS

The content of textbooks and teacher editions has been the subject of research and commentary by a number of contemporary authors (Armbruster & Anderson, 1988; Ciborowski, et al., 1989; Ciborowski, 1988; Dreher and Singer, 1989; Singer, 1987; Singer & Donlan, 1989). Armbruster and Anderson refer to "considerate textbooks" as those that can be "read, understood and learned from with relative ease." They point to three critical textbook features: *structure, coherence,* and *audience appropriateness.*

**Structure** Structure refers to the way ideas are arranged in the text and the nature of the relationships of connecting ideas. Structure influences the amount and the kind of information that is gained from reading the text.

**Coherence** Coherence refers to the flow or connection of ideas within the text. Armbruster and Anderson believe that most textbooks get a low score on coherence. Cohesive ties between ideas are often lacking.

**Audience Appropriateness** Audience appropriateness refers to the degree to which the content of a text matches the student's knowledge and skills. Inappropriate procedures introduce new topics with little preparation and main ideas are not recognizable. Dreher and Singer (1989) point out that childrens' comprehension is poor when they read concise texts that provide little elaboration. Comprehension greatly improves with "wordy," example-laden texts.

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### SUGGESTIONS

**The suggestions provided in this and subsequent sections are designed to help teachers improve the use of adopted textbooks. Identified weaknesses are a signal to teachers that they will need to plan their instruction to cover text deficiencies.**

Armbruster and Anderson (1988) have provided a series of suggestions to assist teachers examine textbook structure, coherence, and audience appropriateness. Below are their suggestions, combined with comments from Dreher and Singer (1989).

**Check *structure* for consistency and apparent organization.**

- Outline the headings and sections in a chapter and evaluate the reasonableness of the structure.
- Identify consistency in the organization of the discussions of similar topics. Uniform style assists readers to understand the content.
- Identify clear signals as to structure, such as heading and subheadings, editorial organization (page layout, italics, etc.), and consistent patterns in words and phrases (listing, compare and contrast, etc.).

**Check *coherence* for the degree that relationships inherent in the content are made explicit.**

- Look for explicit or obvious connectives which identify causal relationships (e.g., "because," "since," "therefore").
- Identify transition statements that make the movement between ideas and sections clear and smooth.
- Determine if chronological sequences are clear to the reader.
- Establish that graphic representations are clearly related to the text and easily understandable.

**Check for the *appropriateness of the content* for skill and understanding level of the reader.**

- Do not be misled by the "readability" of a text. Simpler is not necessarily better, and complex sentences are often necessary to provide clear, comprehensive understanding.
- Select a few topics that you know well, read them, and decide the following: a) if the text has provided enough information to make the topic understandable and b) if the topic is weighted with too much supporting detail.
- Look for well-spaced concepts with numerous, clear examples. Beware of conceptually dense text.
- Check for clear topic sentences and the highlighting of main ideas.

# TEXT-FRIENDLY TEACHERS

Dreher and Singer (1989) describe many of the same textbook features discussed by Armbruster and Anderson (1988); however, they also consider the interaction between teacher, text, and student. Research and commentary in the field of textbook use typically focus on one of the following two models of text reading (Singer, 1987; Singer & Donlan, 1989):

- A psychological model that emphasizes the reader's interaction with the text to achieve learning goals
- An instructional model that emphasizes the teacher's influence on the text, the reader, and the goals

The readers' interaction with the text is influenced by such text features as organization, consistency, margin notes, and headings. Teachers' interactions include teacher activities such as highlighting topic sentences, designing study guides, and selecting essential topics. According to Dreher and Singer (1989) "text-friendly teachers" use information about student progress as a basis from which:

- To modify the text (e.g., providing a set of questions to guide students through a topic)
- To add resources (e.g., teaching students ways to learn from the text)
- To vary the goals (e.g., selecting the important information to be learned in a long topic)

## SUGGESTIONS

**Textbooks and teacher's editions are examined in advance of their use in order to anticipate the types of problems that students might encounter. Once the textbook is in use, student progress provides the feedback needed to guide teachers to make improvements. Singer & Donlan (1989) describe a number of strategies to enhance instruction with textbooks. The following suggestions are grouped within the Singer & Donlan conceptual framework:**

### Check for strategies that text or teacher edition provide for teacher, text, and student interaction.

- Review teacher's edition for strategies to assist students in each text feature (e.g., vocabulary development, background building, comprehension building).
- Identify strategies to assist teachers in the introductions and transitions to text topics.
- Check if questions are sequenced to guide the student through the text material and if they highlight key concepts or important pieces of information.
- What activity or grouping strategies are provided?
- What background information is provided for the teacher?

### Check for methods of *student and text interaction.*

- Are margin annotations provided to assist students with the content or processing of the text material?
- Are graphic organizers or mapping provided?
- Is information available to provide or assist in the construction of reading or learning guides?
- Is it easy to create an overview guide of the chapter?

# LEARNING PHASES

Research by Ciborowski (1988) considered text book features focusing primarily on the sequence of steps required in an effective model of instruction. Having established the steps, the research team evaluated six science and six social studies texts representing grades one through ten. They then established recommendations for publishers (see Appendix A).

Ciborowski identified three phases of learning which she described as follows:

- Getting students ready to learn
- Engaging students in the learning activity
- Having students demonstrate competency and extending knowledge

## SUGGESTIONS

**Suggestions for improving textbooks are presented in the work of Ciborowski (1988) and her team of researchers. Her suggestions for publishers (full text is in Appendix A) provide a basis for a teacher-needs list. The following list of suggestions for texts and teacher editions is an adaptation of Ciborowski's list of recommendations for publishers:**

### Getting students ready to learn

- Set forth a clear purpose for the lesson.
- Identify prerequisite knowledge.
- Reflect motivating, hands-on, concrete associated activities.
- Relate each lesson to students' prior knowledge.
- Identify core information and major themes; set priorities.
- Highlight important vocabulary words; plan introduction and reinforcement of new words.
- Provide a method for teaching students the organization, structure, and features of the text.

### Engaging students in the learning activity

- Teach active learning techniques such as: note-taking, making a picture, and highlighting.
- Give explicit instruction on the link between old and new information.
- Use existing and added graphics.
- Teach necessary study skills such as chunking, mapping, visual imagery, and test-taking.
- Use experimental activities.
- Provide appropriate metacognition activities such as questioning-strategies, paraphrasing, and error-monitoring.
- Provide cooperative strategies such as group-study, team reading, peer-teaching, research, reporting, and projects.

### Helping students demonstrate competence and extend knowledge

- Provide students with many opportunities for active participation.
- Use alternative ways to evaluate progress including: projects, discussions, role-plays, debates, demonstrations, experiments.
- Provide and encourage real world involvement in and extension of knowledge gained from text.

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# LEARNING PHASES

These phases are similar to a formulation used by Lenz, Bulgren, and Hudson (1989) who refer to the routines of teaching as orientation, understanding and activation. Each phase, in fact, is a step in an overall lesson plan. Since the text is a resource within a lesson, it should be organized around the same learning elements or phases. Ciborowski breaks each phase into a group of activities (see Table 1).

TABLE 1.

**PHASES OF LEARNING**

| | |
|---|---|
| **Phase I:** | Getting Students Ready to Learn |
| | Focusing Instruction |
| | Activating prior knowledge |
| | Previewing concepts, vocabulary, text structure |
| **Phase II:** | Engaging Students in the Learning Activity |
| | Helping students comprehend information in the textbook |
| | Teaching study strategies |
| | Providing experimental activities |
| | Emphasizing metacognition |
| | Employing cooperative teaching strategies |
| **Phase III:** | Having Students Demonstrate Competence and Extend Knowledge |
| | Having numerous opportunities to demonstrate mastery |
| | Providing a variety of ways to demonstrate competence |
| | Extending and applying learning |

# TEACHING DEVICES

A variation on the teaching phases model is provided by Lenz, Bulgren, and Hudson (1989). Their "content enhancement model" includes both teaching routines and teaching devices. Their teaching routines include orientation, understanding, and organization and are similar to Ciborowski's three phases of instruction. Teaching devices are employed around the steps necessary to achieve learning, namely *understanding, remembering,* and *organizing* information.

Teaching devices are strategies that are taught to students to enhance their learning. These devices are recommended when the learning demands tax a student's personal repertory of learning strategies. The devices are used to help students learn, solve problems, and improve performance. They can assist students in many ways including:

- Making abstract information more concrete
- Connecting new knowledge with familiar knowledge
- Increasing memory
- Focusing on relationships and organizational structure
- Improving problem solving
- Providing study skills
- Drawing attention to key information

In the hands of the teacher, these devices are teaching tools. When students are able to use the devices to learn without assistance, the devices become learning strategies. Learning strategies are addressed by a number of contemporary authors (Freund, 1988; Mastropieri & Scruggs, 1991; Simmonds et al., 1989; Pressley et al., 1989).

## SUGGESTIONS

Examine textbooks to determine the degree to which the textbooks and teacher's edition provide alternative learning strategies for students who have difficulty understanding, remembering, or acting on the information presented. An interactive text will include suggestions for high interest, self-motivating student activities. If these are not provided, the teacher needs to add them. Under any circumstance the teacher needs to select activities that fit the purpose of the class lesson. The following list of suggestions is organized around the three conceptual areas provided by Lenz, Bulgren, and Hudson (1989) in understanding, remembering and organizing information.

### Devices for assisting students to *understand* text material

- Linkages provided to student experiences
- Strategies provided for making abstract concepts more concrete
- Examples provided to enhance concept understanding
- Comparisons and cause and effect relationships examined
- Active demonstrations prescribed

### Devices for assisting students to *remember* text material

- Strategies or activities provided to help students use mental images to remember material
- Information or strategies provided to help students make familiar associations
- Key word and other mnemonic strategies described or provided

### Devices for assisting students to *organize* information

- Explicit lists, verbal cues, or graphic organizers used to organize material
- Learning or study-guides provided, described, or developed easily based on text organization
- Illustrations provided that assist in organizing information



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# SUMMARY OF TEXT FEATURES THAT ENHANCE LEARNING

There are at least two ways to analyze a textbook: for content and for application. Both are legitimate reasons for text analysis and both have a rightful place in the text adoption and in the instructional processes. Unfortunately, an emphasis on text content for accuracy and literacy can be accomplished with little attention to instructional needs. Teachers who participate in the adoption process and who use a textbook as a resource in their instruction can overlook the needs of the many teachers who use a textbook as the core of their instruction. It is important to understand the ways that texts are actually used and adoptions made with regard to the needs of teachers and students. Text analysis should inform teachers about the pedagogical deficiencies in textbooks.

Most authors approach the analysis of text features by establishing some variation of a lesson plan format and then comparing textbooks to the requirements of that idealized lesson. This is a realistic approach to the task of text analysis because a great many teachers use the text as the core of their curriculum. Viewed in this light, the text must include all the elements needed in a good lesson plan. While it is probably not the intention of textbook publishers to provide a pedagogy for the use of their texts, actual classroom usage demands that texts and their teacher's edition exemplify good teaching practice. Subsequent topics in this manual will emphasize instructional and learning formats.

# TEXT ANALYSIS

## ANALYSIS

A text analysis form is included in this manual. The form incorporates some of the features that were discussed under the previous topic. A brief text survey form was also developed to identify teacher determined textbook needs. Both forms were used with teachers who were employed in special day class and resource programs at the elementary and secondary school levels.

The Analysis of Regular Education Text Material (see Table 2) includes a section on the overview of important chapter and text elements. This section reflects the considerations proposed by Armbruster and Anderson (1988), including text structure, coherence, organization, and consistency. It also examines the explicit expectations for student outcomes.

A second section of the Analysis examines those features of the text that support a good lesson presentation. The primary source for this portion of the Analysis is the work by Ciborowski and fellow researchers (1988). The teacher is encouraged to examine the text in relation to the three phases of learning, and to determine which parts of the phases are covered or ignored in the text.

The analysis form was used by forty-eight teachers of students with learning disabilities. Teachers chose to analyze either the social studies or the science textbook that was used in their classroom. The option was provided because all teachers in the sample did not teach social studies. The purpose of the field test was to determine how teachers would apply the instrument and what statements needed clarification. Table 2 reflects modifications that were made in the original form.

TABLE 2

**Analysis of Regular Education Text Material**

**Access Information**

Text materials provided by:

- ☐ text reading
- ☐ peer/aide reading
- ☐ audio tape

Other materials:

☐ film ☐ pictures ☐ charts ☐ models

other_____

| Overview of Chapter/Text | Important Features |
|---|---|
| Repeating text structure, format and organization: *Identifiable, consistent patterns in text presentation, including introductions, transitions, and conclusions?* | |
| Principal concept(s): *Are the themes and concepts apparent, consistent, few in number, and well developed?* | |
| Expected outcome(s): *Is expected student learning clearly evident and are outcomes measurable and demonstrable?* | |
| Content Organization: *Is organization of material clear, consistent, and logical, e.g., simple-to-complex, chronological?* | |

## RESULTS: TEXT ANALYSIS

Information obtained from the use of the Analysis of Regular Education Text Material resulted in the modified form that appears in Table 2. Research by Patton, Polloway, and Cronin (1987) revealed that of the 284 special education teachers that they surveyed, 43.3 percent of the teachers had *no* training in social studies in either their preservice or in-service preparation. The prior training of the teachers in the current study was not determined, and the form was introduced with instruction on the meaning of the survey subsections.

TABLE 2 CONTINUED

| LESSON PRESENTATION (Refer to "Phases of Learning") | CONTENT IN TEXT (What should be added to lesson?) |
|---|---|
| I. Getting students ready to learn: | |
| • Focusing instruction<br>• Activating prior knowledge<br>• Previewing concepts | |
| II. Engaging students in the learning activity: | |
| • Method for vocabulary development<br>• Methods for presenting or generating concepts or skills (comprehension, experimental, cooperative activities)<br>• Study strategies & metacognition | |
| III. Having students demonstrate competence and extend knowledge: | |
| • Numerous opportunities to demonstrate mastery<br>• Variety of ways to demonstrate competence<br>• Extending and applying learning<br>• Summary, review or other closure activity | |

# SURVEY

The Textbook Survey (Table 3) was used to determine if there were areas of need that were not previously identified in literature and research. Five questions gathered information about student texts and teacher's editions. The questions were open-ended and required descriptive responses.

Information was gathered from fifty-nine teachers of students with learning disabilities. Twenty-two of the teachers taught elementary level students and thirty-seven taught intermediate or secondary level students. Twenty-eight percent of the teachers taught in resource specialist programs and seventy-two percent in special day classes.

TABLE 3

**TEXTBOOK SURVEY**

Text _____

Publisher _____

1. List two or three features that the publisher should include in the student's text that would help with learning disabilities. Please give brief examples where appropriate.

2. List two or three features that the publisher might add to the teacher's edition of this text that would help teach students with learning disabilities. Please give brief examples where appropriate.

3. What special strategies do you teach your students so that they better understand their social studies or science text?

4. What features in a book make it most useful to you and your students?

Your Name (optional)_____

Grade(s)_____ Type of Class: RS___ SDC___Other_____

Students: LH___ SED___Other_____

## RESULTS: TEXT SURVEY

Of the fifty-nine teachers who completed the survey, thirty-one of them were using textbooks in social studies and chose to report on social studies rather than science. These teachers used a wide variety of texts and only a few had the state adopted Houghton Mifflin Series. A list of the teachers' responses is provided in Appendix C.

### Student Text

There were many responses to the question regarding the features that publishers should include in textbooks that would help students with learning disabilities. A little over one third of the teachers mentioned the need for more audio-visual aids. Suggestions included graphic media such as graphs, charts, diagrams, and illustrations; kinetic media such as models and simulations; and visual media such as movies and videos. Sixteen percent of the teachers suggested audio tapes of textbook content.

There was a high degree of agreement on other suggestions such as the need for advanced organizers including simple outlines of chapter content and graphic organizers. There were frequent comments about page density and the need to put less on a page and provide more open space. Textbook print size was considered too small by many. Nearly half of the teachers indicated concern about the methods used to introduce new vocabulary words. They made suggestions such as including chapter glossaries, highlighting new words, providing the definition on the page where the words occur, including examples of word usage, and listing new words at the beginning of each chapter together with the text reference.

### Teacher's Edition

There were fewer common responses to the question referring to the features that publishers might add to the teacher's edition of the textbook to help teachers of students with learning disabilities. In part, the decrease might have resulted from positioning of the question, since many of the responses on the second question were similar to but less elaborate than the responses on the first question.

Two responses were similar on both questions. Teachers felt that both the student text and the teacher's edition should include many suggestions for hands-on activities and should provide advance and graphic organizers. The need for visual aids was another area of agreement.

Teachers also wanted information that supported their own material and provided further resource information. Teachers asked for teaching strategies to assist them to develop vocabulary, increase mapping skills, and tie text information to prior student knowledge. They also looked for information that would help them anticipate difficulties, provide better assessment, increase interest, identify key concepts, and promote higher-order thinking.

# COMMENTS ON TEXTBOOK ANALYSIS IN HISTORY-SOCIAL SCIENCE

Part I of this manual considers textbook features that enhance learning and textbook analysis designed to improve instruction. Regular education social studies textbooks have received increasing attention by special educators as it has become apparent that the success of mainstreamed special and high risk students depends, in part, on their ability to use regular textbooks. Textbooks can be designed so that they achieve two standards of excellence: 1) content is accurate, literate and representative, and 2) features promote effective learning for students with a wide variety of experiences, interests, skills, and abilities.

There are many critically important textbook features. Text structure, coherence, and appropriateness affect the way students learn from texts. Strategies for student-text and teacher-student-text interactions also play an important role in student learning. Provisions for teaching-devices can help teachers provide instruction that improves students' understanding, memory, organization, and application of text information. Textbooks that emphasize attention-to-learning steps help to ensure students' grasp of the text content.

The analysis of textbook features can provide teachers with an understanding of the text that is essential to effective learning-from-text instruction. The text is a resource to teachers and students, and like any resource, it can make unique contributions to learning. Analysis can uncover the strengths and the weaknesses of a text and can reveal those areas where the teacher will need to provide additional instruction. Text analysis can provide teachers with knowledge about the text prior to instruction and it can help teachers understand unexpected student outcomes.

Part II of this manual examines ways to implement effective textbook instruction.

# PART II

# USING TEXTBOOKS IN HISTORY-SOCIAL SCIENCE INSTRUCTION

Part II includes the discussion of two topics. The first topic is an examination of teaching methods and strategies that are used to achieve effective instruction and learning. These methods, although described separately, are not mutually exclusive and are often used in combination. The second topic includes lesson plans specifically designed for use with textbooks. The plans follow a common framework and include question-based student text guides. Guides are referenced to specific chapters in the California state-adopted social studies text series, however, the guides have been developed to demonstrate how the procedures can be applied to any text material.

There is a wide range of instructional practices used in teaching social studies. These practices can generally be divided into *instructional methods, teaching strategies,* and *learning strategies. Instructional methods* tend to be comprehensive procedures that form the basic process for teaching academic subjects. These methods are usually based on underlying assumptions about the steps required in the learning process and can be appropriate across several subject areas. Direct teaching, critical thinking/problem-solving, reflective inquiry, reciprocal teaching, and thematic instruction represent a few of the instructional methods currently in practice (Davis, 1990; Chapin and Messick, 1989; Court, 1991; Hunter, 1979; Sparks-Langer, et al., 1990; Swicegood & Parsons, 1991). At the same time, many teachers who rely heavily on textbooks may follow a simple procedure of discussion/lecture, assigned reading, independent seat work, and evaluation.

*Teaching strategies* refer to teacher-directed procedures that are used to improve student learning in either individual assignments or in some cooperative arrangement. Strategies that are directly related to text use include directed reading activity, SQ3R (survey, question, read, recite, review), and reading/study guides (Singer & Donlan, 1989). Interactive strategies include cooperative learning (James, 1989; Manning, 1991; Windrim, 1990), simulations, and role-playing (Chapin & Messick, 1989; Orlich et al., 1985; Smith & Smith, 1990).

*Learning strategies* refer to procedures that assist students to understand, remember, and apply information in ways that help them become more independent learners. These strategies have been used to teach "inefficient" learners methods that are used by successful learners. Strategies cover a wide range of student learning processes (Ellis & Sabornie, 1990; Pressley et al., 1989), including the following: metacognitive learning skills (Palinscar & Brown, 1987), organizational devices (Pressley, Johnson, and Symons, 1987; Sesow & Sorensen, 1987), study skills (Montgomery

County, 1985), memory skills (Mastropieri & Scruggs, 1988 & 1991), and task specific learning strategies (Schumaker, Denton, & Deshler, 1984; Schumaker & Shelton, 1985).

The term "lesson plan" sometimes carries with it memories of preservice requirements that were more a part of training than real life teaching. Some effective teachers have plans that are informal and minimally described, but their instruction clearly demonstrates a consistent underlying structure and philosophy. Other effective teachers make moderately detailed plans everyday for each lesson, allowing for individual variations. The degree of specificity seems less important than the fact that some form of systematic approach to instruction is used, that results are monitored in some way, and that adjustments are made as needed. In this manual, lesson plans present an organizing schema for instructional units, include specific suggestions for activities, and reflect possible relationships between teacher activities and text use.

# METHODS AND STRATEGIES

## INSTRUCTION METHODS

The conceptual frame work used for the lesson plans in this manual is based, in part, on the learning phases that were developed by Ciborowski and fellow researchers (1988), used in their studies of textbooks, and provided in Table 1. It also reflects the sequence of lesson activity provided by Flouris (1988). The framework provides for steps similar to those used in direct instruction but with more attention given to text use, teaching strategies, and learning strategies. A comparison of the three approaches is provided in Table 4. The framework is designed to provide a consistent way to integrate text material into instruction and still allow the teacher the flexibility to employ other teaching methods such as reciprocal teaching, critical thinking, or thematic instruction.

TABLE 4

**Comparison of Direct Instruction, Learning Phases, and Text Lesson Framework**

| DIRECT INSTRUCTION | LEARNING STAGES | LESSON FRAMEWORK |
|---|---|---|
| Anticipatory Set | Focus Instruction | Focus Instruction |
| Objective | Activating Prior Knowledge | Activate Prior Knowledge |
| Purpose | Preview Text | Preview Text |
| Instruct/Model | Help With Comprehension | Present Content |
| Check Understanding | Teach strategies Strategies | Special Teaching/Learning |
| Guided Practice | Experimental Activ. Demonstrate Mastery | Interactive Activities Chances to Practice |
| Independent Practice | Extending and Applying | Extending and Applying |
| Closure | | Closure |

# TEACHING STRATEGIES

The three teaching strategies that have been selected for inclusion in this report are drawn from regular education, have a history of successful application, and should reduce the student's risk of failure. Each of the three strategies is designed to improve student comprehension of text material and assist students to become more independent learners.

The three strategies are:

- directed reading activity
- SQR3 (Survey, Question, Read, Recite, Review)
- reading/study guides

Each is described in considerable detail in Singer and Donlan (1989) and each has been adapted for this manual.

Although each of the following strategies has been characterized as a "teaching" strategy, the long term purpose for using each is to develop greater student independence. It is expected that once learned, the strategy will assist the student to be able to learn with less dependence on the teacher.

## DIRECTED READING ACTIVITY

This strategy involves a sequence of five steps that guide students through text reading assignments.

### DIRECTED READING ACTIVITY

**Step 1**

*Determining Background* — Teacher elicits student experiences that link their out-of-class lives to what will be studied in the text (e.g., "How many of you have lived near a river?").

**Step 2**

*Building Background* — Teacher explains the vocabulary, especially the technical vocabulary that is involved in the content area; also points out where the vocabulary occurs in the text (e.g., "The first new word in this chapter is 'alliance.' I've written it on the board. It means ....Would someone put that in their own words for us?").

**Step 3**

*Reading* — Teacher starts with the chapter/section title or heading and asks students to predict content. After a brief reading, students test the accuracy of their prediction (e.g., "What do you think this section will be about?" "Why do you believe that?" "How accurate were we?").

**Step 4**

*Discussion* — After students read, teacher reviews the chapter with them and draws attention to predictions and reasons for accuracy or inaccuracy.

**Step 5**

*Extension* — Teacher involves students in an activity that applies the knowledge, such as writing about validity of specific predictions or relationship of information to current events.

This procedure very nearly parallels the stages of learning discussed earlier. It is a procedure that can be used for both narrative and expository texts, it assists students to understand how to approach text content, and it actively engages students in the process of text learning.

# TEACHING STRATEGIES

## SQ3R (SURVEY, QUESTION, READ, RECITE, REVIEW)

SQ3R is a teaching strategy developed in 1961 and is still considered an effective way for students to learn from texts.

## READING/STUDY GUIDES

Various strategies providing explanations, analysis, structure, or prompts are presented to help students understand the text. Discussed below are two guided reading strategies: graphic organizers and text guide questions.

*Graphic Organizers*

Information is presented in a structured and visual form. The content of the graphic organizer can be any information that lends itself to graphic display including the development of concepts, historical data, vocabulary, and text overview. The organization of information can take many forms including the visual representation of the following relationships: hierarchical, cause and effect, comparisons, linear sequence, focused reading, and parts-to-whole.

Four ways to graphically represent information are demonstrated in Table 5 (Ciborowski, 1988).

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**SQ3R (Survey, Question, Read, Recite, Review)**

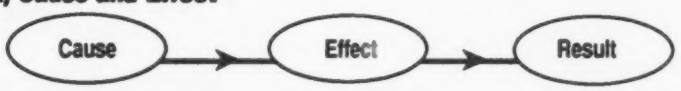
| | |
|---|---|
| S (Survey) | Focus attention on headings, illustrations, highlighted sections, bold face or italics, etc. Ask yourself questions about your expectations, confusions, speculations, etc. |
| Q (Question) | Ask yourself questions about what you want to find out as you read the assignment. Make notes on your questions. |
| R (Read) | Read the assigned passage and look for the answers to the questions that have been asked. |
| R (Recite) | Report the answers to the questions in writing or orally. |
| R (Review) | Review the material in some way, such as rereading the assignment to get new information or read some related work to verify or expand knowledge. |

TABLE 5

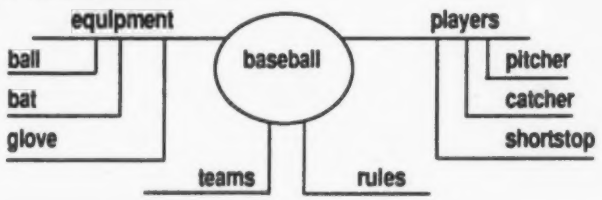
**Graphic Organizers**

**1) *Sequence***

**2) *Cause and Effect***




**3) *Show Relationships***




**4) *Focused Reading***

**History Frame: Identify Topic/Main Ideas**

The topic in this section was _____

In the beginning _____

After that _____

Then _____

The result is _____

The section ends _____

# TEACHING STRATEGIES

## GUIDE QUESTIONS

In this procedure a series of questions is used to guide students through text material and to highlight important content. Ciborowski (1988) in her conference materials refers to the questioning procedure as a "road map." It is an appropriate title because questions, properly formulated, lead students through text content, stopping at points of interest and arriving at a destination.

Guide questions are meant to help students understand, remember, and apply information found in textbooks. Guide questions are not used to evaluate students. If students have difficulty with a question, more assistance is given or the question is replaced. The following are the characteristics of questions included in a question guide.

## INTERACTIVE STRATEGIES

Interactive strategies such as cooperative learning, simulations and role playing are widely accepted as good teaching practicesacross many subject areas. The literature on these strategies provides an extensive research and conceptual basis for their use as well as recommended applications in the field of history-social science (Chapin & Messick, 1989; James, 1989; Manning, 1998; Singer & Donlan, 1989; Sweeney & Garrett, 1990; Winget, 1988).

One problem that can occur when a textbook is used as the primary basis of instruction is that a teacher whose energy and time is spent on developing student-textbook interaction, may have little time to develop student-student interaction. Suggestions for active student participation in activities related to text information are included with the lesson plans in the latter part of this manual.

### Guide Questions

- Questions can be in any form and can require a one word, sentence, check-off, fill-in, or multiple choice response.
- Questions can require different levels of response including recall, comprehension, application, analysis, synthesis, and evaluation.
- Questions are drawn directly from text material and use text language.
- Questions follow a sequence identical to that used in the textbook.
- Questions are easy to answer.
- Questions should create no doubt about the page or section in the text from which the question is drawn.
- Questions should allow the student to work independently and successfully.
- Students should experience question guides as aids to their learning and enjoy using them.

An example of a question guide is provided with each lesson plan that is included later in this manual.

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# LEARNING STRATEGIES

In some ways, the distinction between teaching strategies and learning strategies is artificial. Teaching strategies are essentially tools for teaching, or adaptive instructional procedures. Learning strategies, on the other hand, are tools for learning or effective learning procedures. An overlap occurs when teaching and thinking procedures are taught in such a way that students adopt those strategies for their own use. In this manual, learning strategies refers to procedures that are taught to students with the intention that the students will become more effective and independent learners.

Among the wide range of learning strategies, some appear to be especially relevant to the study of history-social science. The general categories of strategies that meet this criterion include metacognitive skills, organizational devices, memory devices, and specific learning strategies (Ellis & Sabornie, 1990). A sample of the available methods within each category is provided in Table 6.

TABLE 6

**Learning Strategies Organized by Category and with Selected References**

| Category | Activity | Reference(s) |
|---|---|---|
| Metacognitive Skills | Covert thoughts about cognitive processes are made overt<br><br>Examples:<br>reading as a search for meaning (predicting content), ongoing checks of personal comprehension (answering questions about content during reading), and selecting strategies appropriate to assignment and text (attach strategy to purpose) | Brophy (1990), Palinscar & Brown (1987), Garner & Alexander (1991) |
| Organizational Devices | Text features or adaptions that help identify, categorize, highlight, cluster, or otherwise focus or organize text content.<br><br>Examples:<br>graphic organizers, question guides, headings, chapter structure, stated focus or objectives, and graphics | Armbruster & Anderson (1988), Ciborowski (1988), Divine (1987), Flood & Lapp (1990), Singer (1987), Singer & Donlan (1989) |
| Memory Devices | Strategies that improve the acquisition, retention, and recall of information<br><br>Examples:<br>mnemonic techniques, keywords, pegwords, acronyms, & phonics; elaborations, visualization, & chunking | Mastropieri & Scruggs (1991), Pressley, Johnson, & Symons (1987) |
| Specific Learning Strategies | Learning strategies that are useful in the area of history-social science and are taught to aid students for specific learning activities and applications<br><br>Examples:<br>note-taking, report-writing, listening, organizing strategies | Derry (1989), Ellis, Lenz, & Sabornie (1987a & 1987b), Harris & Pressley (1991), Rich & Pressley (1990), Singer & Donlan (1989), Montgomery County Public Schools (1985) |



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# LEARNING STRATEGIES

## MNEMONIC STRATEGIES

The only strategy that has not been touched on earlier in this manual is mnemonics. The most current, definitive work on mnemonics is by Mastropieri and Scruggs (1991), and they report significant success with mnemonic exercises. The authors provide specific applications for social studies and describe the use of keyword, pegword, acronym, acrostic, and phonetic procedures.

Mastropieri and Scruggs (1991) have added reconstructive elaboration methods to the previous list. Their procedure requires that the teacher clearly identifies the most important information that students need to learn within a lesson and then uses one of several procedures to ensure understanding and memory of the subject. The reconstructions use pictorial representations (drawings) of the content. The drawings assist all students to relate their knowledge to new situations and concepts.

# COMMENTS ON METHODS AND STRATEGIES

The teaching strategies that have been discussed in the previous section are considered "good practice" in regular education. They can be sometimes overlooked, however, by teachers who rely heavily on textbooks. The use of these strategies often means the difference between success and failure for students with learning difficulties who are the least likely of all students to be able to organize, comprehend, and remember the material presented in textbooks. They need all the guidance, assistance, and good teaching that is available.

Learning strategies have gained their greatest support in remedial and special education (Ellis & Sabornie, 1990). Most research and application is found in special education literature; very little appears in regular education literature. Recently, Rich and Pressley (1990) studied teachers' acceptance levels of seven reading comprehension strategies. They questioned sixteen teachers (grades four to eight) about their opinions on the following seven strategies: summarization, representational imagery, mnemonic imagery, story grammar, question generation, question answering, and prior knowledge activation. Three strategies were found to be the most acceptable. These strategies are provided in Table 7 along with Rich and Pressley's (1990) description of the operation of each strategy and its demonstrated effects.

TABLE 7

## Operations and Effects of Three "Acceptable" Reading Comprehension Strategies

| STRATEGY | OPERATIONS | DEMONSTRATED EFFECTS |
|---|---|---|
| Representational Imagery | Construct internal images representing exact meaning of text | Slight increases in cued recall (i.e., responding to short-answer questions). Appropriate for narrative prose |
| Question Generation | 1) Teach children to generate questions that integrate information across different parts of the passage | Improves performance on inferential test questions |
| | 2) Teach children to evaluate their questions as to whether the questions covered important material, were integrative, and could be answered based on what is in the text | |
| Prior Knowledge Activation (highest rating) | 1) Encourage children to compare their lives with situations in upcoming text | Cued recall (i.e., responses to short-answer questions improved for both literal and inferential questions) |
| | 2) Teach students to make predictions about content based on prior knowledge (in response to prequestions about text) | More definitive gains for poor readers than for good readers |
| | 3) Students practice answering inferential post-questions by drawing on text information and prior knowledge<br>or<br>1) Teach students to search text and prior knowledge to answer inferential questions about text | |
| | 2) Teach students to monitor adequacy of answers to questions | |

Adapted from S. Rich and M. Pressley (1990). Is teaching reading comprehension strategies acceptable to teachers? *Teacher Education and Special Education 13 2*, p. 128.

# LESSON PLANS AND TEXTBOOKS

## HOUGHTON MIFFLIN SOCIAL STUDIES TEXTBOOK SERIES

A review was made of the features of three chapters in three teacher's editions of the Houghton Mifflin Social Studies series. The series was chosen for review because it was recently (1990) adopted as a state-approved text series in California. This analysis focused on the features of three texts in the series. The content of textbooks was not reviewed in this study. The intention of the review was to provide information to help teachers make the text more accessible and useful to students who have learning problems.

The textbook series has an extraordinary range of text features and provides many of the text features that have been recommended in the literature and in the survey conducted as a part of this manual. Lessons within each chapter, for instance, follow a lesson plan format and provide, either in the student's text or in the teacher's edition, a focus, a concept development, and a lesson close. Each lesson begins with a focus question and identifies key terms found in the lesson. The definitions of the terms are provided in the teacher's edition and as a part of the expository content of the student's text. Graphic organizers are provided for the teacher and are introduced to students in advanced texts. A single question is provided at the end of each section within a lesson and this question acts as a guide and a review for information in that section. The teacher's edition provides the teacher with additional objectives, access strategies and activities, background information, thematic connections, cooperative activities, and skill-building activities. These represent a few of the many features provided in the series.

### SPECIAL CONSIDERATIONS

The authors of the series have effectively countered many of the criticisms about textbook structure and features that have been leveled against current social studies textbooks. Teachers who have students with learning problems, however, will still find it necessary to supplement the features that are provided by the authors. For instance, many students will require more than one question per page to guide them through the text and to keep them engaged with the material. Suggested practices, such as having students predict the content under each major text heading, will need to be added to some lessons to increase student interest. Specific student-learning strategies also need to be incorporated into lesson plans.

There are several important considerations to be faced if the content of Houghton Mifflin textbooks is used to provide the structure, pace, and direction of instruction. The lesson format provided by this text series includes an introduction, a development, and a closing section. Since a more complete lesson plan, such as that provided by Ciborowski (1988), is

generally recommended, the text plan must be supplemented. A second consideration is that text lessons frequently do not fit the time frames of class sessions. This means that teacher-created daily plans need to be used with the text. It would be a mistake to be lulled into complacence just because the text has a systematic lesson structure.

It still remains for the teacher to determine the priority of the knowledge that will be achieved using these texts. This task requires the teacher to select which information might be omitted without a serious loss to a student's overall understanding of the subject. This is necessary because not all students will be able to learn the great volume of information that is available. Teachers will also discover that the text authors have provided many more suggestions and activities than can be used in the course of a school year.

## SELECTED CHAPTERS

Lesson plans have been prepared for three chapters selected from three textbooks in the Houghton Mifflin social studies textbook series. Each plan is accompanied by a set of student guide questions. In addition, a generic plan is included which provides information that is common to all the plans. The materials presented in this paper are intended to be examples of how to integrate texts with instruction. The plans are not intended to be "off the shelf" and ready for classroom use. They are illustrative of how a plan might look for a specific class. Classrooms differ in their resources and curriculums. Students differ in their backgrounds, interests and skill levels and teachers are different in their teaching styles and philosophies. These factors require variations in the way lesson plans are created and implemented.

The three chapters were selected from the *Houghton Mifflin Social Studies* series, 1991. The textbooks and chapters are as follows:

| TEXT | CHAPTER | TITLE |
|---|---|---|
| From Sea to Shining Sea | Chapter 2 | *Rustling Leaves and Grasses* |
| America Will Be | Chapter 4 | *The First People of the Americas* |
| Across the Centuries | Chapter 4 | *The Empire Islam* |

# LESSON PLANS AND GUIDE QUESTIONS

This manual contains three lesson plans, one for each chapter reviewed. The plans follow the framework provided by Ciborowski (1988). A generic lesson is first presented and includes information that is common to the three plans. The generic information is not repeated in individual lesson plans.

Following each plan is a list of "Guide Questions." There is one question for each paragraph in the main body of the lesson. These questions follow a single format. They ask a question and require a word, phrase, sentence or a longer statement as a response. Other forms of questions are also appropriate depending on the grade level and skill of the students. Such questions could include fill-ins, multiple choice and matching. Questions can also be created that utilize different cognitive skills, such as questions that require comparisons or applications.

## GENERIC LESSON PLAN INFORMATION

| | | |
|---|---|---|
| **TEXT: #** | **Title** | **(*Italics* used with quotations from** |
| **CHAPTER: #** | **Title** | **text. Text pages in parentheses)** |

Pre-read teacher's edition (TE), chapter organizer, and side bars. Use TE suggestions and activities where they support your plan. Plans in this report are generally based on an application of the Directed Reading Activity (DRA) described in Part II, 1, Teaching Strategies. All Plans are written for the Houghton Mifflin (HM) Social Studies series (1991). Textbook page references are in parentheses ( ).

### FOCUS INSTRUCTION

There are many ways to provide a focus in each class session. If the textbook forms the core of instruction, the focus of the session should refer directly to the content of the text. It is important to help students establish their expectations for the session and at the same time provide motivation for undertaking the task. For instance, you can provide a focus by having students read the title of a lesson and then voice their speculations about the content of the lesson. This is an effective way to begin text reading and spark student interest, especially if students know that they will review their speculation after they have completed the lesson. Having collaborative groups of students briefly report their goals for the session is another way to achieve focus and student commitment. Daily achievement increases when students have a clear purpose for their activity and an interest in what they are studying.

### ACTIVATE PRIOR KNOWLEDGE

Understanding, memory, and application increase when new knowledge is associated with previous knowledge. This may mean reviewing what had been learned previously, drawing on out-of-school experience, or in some other way linking what is previously known to the soon-to-be-learned. Actively involve students in the process of discovering what they already know. Students, for instance, can develop a "RAP" song based on what is known, can write the questions for a "Quiz" show to discover what is not known or can prepare a survey that can find out what adults know.

### PREVIEW TEXT

Repeat a preview of the structure of each chapter that is under consideration until it is clear that students can use their knowledge of chapter structure to help them learn. This means that students need to notice what structure the author has used and why those structural features are important. In the HM series the structural features include headings, focuses, key terms, highlights, graphs and pictures, review sections, timelines, questions, and other notations. The HM texts tend to follow consistent structural patterns and this needs to be identified for students. Highlighted key terms, for instance, can be identified in the text and then contextual definitions pointed out so that students become aware of the pattern. Help students anticipate that each lesson will follow the same general structure. Review specific structural features periodically because the process of attention to structure occurs slowly.

Students will encounter new words in most lessons. When possible anticipate these words and provide assistance. Also, explain the procedures that students need to follow in your class when they find new words.

### PRESENT CONTENT

Content can be presented in a variety of ways such as: lecture, discussion, demonstration, modeling, simulation, games, and projects. Teaching activities that generally support these forms of instruction are as follows: providing information and demonstrations, leading discussions, guiding activities, implementing group study, monitoring development, and reviewing progress. Those methods that actively engage students in acquiring and applying knowledge are considered the most effective. Many students with learning difficulties learn best when instruction is direct and concrete, supported by elaboration and examples.

### SPECIAL TEACHING

Learning-from-text strategies are an absolute necessity. Fortunately the HM text series has many learn-from-text features and provides many suggestions for activities that teachers can adapt to their own teaching styles and the needs of students. Each textbook level in the HM series has sections titled *Understanding Skills*. These sections provide information and practice on either a text feature (graphs, how to outline) or a skill-related topic (climate, relief maps). Although basic strategies are provided by the authors, teachers will find that they need to add elaboration in order to make these sections useful to students with learning difficulties.

The DRA procedures are used in the plans in this paper. Other text reading and teaching strategies have been described within the paper and would be equally successful for some classes. Guide questions have also been provided for the three text chapters.

## SPECIAL LEARNING

Graphic organizers, guide questions, and frequent activities are recommended when using social studies textbooks. The HM authors have provided these and other helpful special learning features. Some features such as guide questions, however, need to be expanded if they are to provide significant help to students with learning problems. Absent are audio tapes that could be very useful to many students who read poorly and are second language learners. Whenever possible tapes of text material should be created and made available to all students including those who are auditory learners.

Special memory devices, such as mnemonic imagery, are not a part of the text features in this series. The small study by Rich and Pressley (1989), revealed little teacher support for mnemonics imagery as it is presently used. More work will need to be done before mnemonics will be easily applied to textbook material. See Mastropieri and Scruggs (1991) for promising applications of mnemonics to social studies.

## INTERACTIVE ACTIVITIES

The HM series contains suggestions for collaborative learning activities. Cooperative learning, a very similar procedure, has been shown to be an effective teaching strategy with students who have learning difficulties. The text provides a simplified description of collaborative learning strategies (TE34-TE35). It is strongly recommended that these strategies be used whenever appropriate.

## CHANCES TO PRACTICE

Most students with learning difficulties learn best when instruction is made concrete, is elaborated, and is applied. The HM series presents many examples of activities that allow students to practice what they are learning. Teachers will need to adapt the activities to fit their class situations, but should make use of the many suggestions provided.

Teachers who use the thematic instruction method will need to integrate activities presented by HM into their larger program. It is possible that an HM activity could act as a central point for other subjects. The authors do make suggestions for linkage with art and literature.

## EXTENDING AND APPLYING

The authors offer suggestions for extending information for each chapter in the teacher's edition. These should act as reminders to teachers that extension is an important part of instruction. If teachers choose not to use the authors' suggestions, they should supply their own activities.

## CLOSURE

For many teachers, closing a lesson is the easiest instructional step to overlook. The pressure of time often competes with the need to bring some conclusion to what has been learned during a session. Each class session needs to be fully developed with a beginning and an ending to the learning that has taken place.

What is your style? Do you usually provide the closure through summation, quiz, or review? Or, do you have students provide the close by identifying what they have learned or accomplished, sharing their projects or preparing a summary event. Closure needs to occur.

## LESSON PLAN 1

| | | |
|---|---|---|
| **TEXT:** | **From Sea to Shining Sea** | **(*Italics* used with statements from** |
| **CHAPTER 2:** | ***Rustling Leaves and Grasses*** | **text. Text pages in parentheses)** |

### FOCUS INSTRUCTION

Read title of chapter preview (p. 26) and ask students what they think they will find in this chapter. Have brief discussion of students' experiences with leaves (trees/forests) and grasses (fields of grass).

**Lesson 1:** Have students briefly review what they remember about rivers from previous lesson. Read heading. "What do you think this lesson will be about?" "What do you expect?," or "What surprise do you expect in this lesson?"

**Lesson 2:** Have students briefly review what they remember about forests. Read heading. " What do you think this lesson will be about?" "What do you expect?" or "What do you think will be in this lesson?" Discuss key word: prairie. "Why do you think animals are in this lesson? (36-37).

### ACTIVATE PRIOR KNOWLEDGE

**Lesson 1:** Tie-in to experiences shared in focus step.

**Lesson 2:** Have students share their adopted tree from Lesson 1. Discuss prairie and related experiences with open fields—What grows there, and types of animals seen? Access strategy (34) provides a link to prior learning. Share activity selected for Lesson 2 at beginning of last session.

### PREVIEW TEXT

**Lesson 1:** Preview heading structure of this chapter and lesson's *Key Terms.* Check for possible new words such as *herds* (34) and *creatures* (35).

**Lesson 2:** Preview structure of this lesson and the *Scholar's Margin Questions* (TE19, 34).

### PRESENT CONTENT

**Lesson 1:** Decide whether to use *Graphic Overview* (28) in instruction. Use *Access Strategy* (29) and *Collaborative Learning* (30).

If *Main Ideas* (32) and the *Graphs* (38-39) sections are used, allow for at least a day's lesson for each skill, with follow-ups on the subsequent day and periodic reviews.

**Lesson 2:** Tell or write on board the *Objectives* of this lesson (33). Use *Access Activity* (34) as collaborative activity.

### SPECIAL TEACHING

*Graphic Organizers* are provided in the TE (28, 33) and can be used to help students understand the cause and effect cycle in the growth of forests and selected features of prairies. DRA strategy is recommended. Guide questions are provided following this plan. Use previewing, predicting and reviewing strategies.

### SPECIAL LEARNING

The TE provides good examples of *Access* materials and strategies (29 & 34). A mnemonic strategy could be used to assist memory of forest *Graphic Overview* (28) or the list of animals.

### INTERACTIVE ACTIVITIES

**Lesson 1:** The TE provides *Collaborative Learning* activities on pages 30 & 32.

**Lesson 2:** Cooperative learning activities in Lesson 2 could include the following: 1) use the mural idea in the *Access* notation (34) as small group activity, 2) use *Research* activity (36) or *Collaborative Learning* activity (41).

### CHANCES TO PRACTICE

**Lesson 1:** Use *Review Activity* (31).

**Lesson 2:** Use *Review Connection* (37).

### EXTENDING AND APPLYING

*Chapter Review* (40-41) provides examples of activities that extend and apply knowledge. Have each student *"Adopt a Tree"* (see LEP, 25B).

### CLOSURE

How did the lesson information match your speculation?
What important thing did you learn from today's lesson? *"How are prairies different from forests?"* [(Focus question (33).]

## GUIDE QUESTIONS (PLAN 1)

**TEXT:** From Sea to Shining Sea (Approximately one
**CHAPTER 2:** *Rustling Leaves and Grasses* question per paragraph.)

### LESSON 1: PAGES 28-31

**Page 28**
1. Look at the four pages in this lesson. What do you think we will read about here?
2. How thick were the trees in the past?

**Page 29**
1. As our country grew, what did people do to the forests? Why?
2. What three types of forests grow in the United States?
3. Why are trees important?
4. How do trees help stop erosion?

**Page 30**
1. What is humus?
2. What happens when soil holds more water?
3. How do forests help animals?
4. What parts of trees do animals and insects eat?

**Page 31**
1. How do animals help trees to grow?
2. What happens when a whole forest is cut down?
3. Did this lesson talk about what you thought it would?

### LESSON 2: PAGES 33-37

**Page 33**
1. What do you think we will read about in *A Sea of Grass?*
2. Why did the ground shake?

**Page 34**
1. What is a prairie?
2. What affects how high the grass grows on prairies?
3. Why are prairie lands good for raising animals and crops?

**Page 35**
1. What is the name of an animal that hunts other animals for food?
2. How do many prairie animals hide from predators?

**Page 36**
1. What is a prairie dog burrow?
2. What are some of the rooms used for in a prairie dog burrow?
3. What is one reason why animals live in herds?
4. Why are coyotes feared by other animals?
5. Was this lesson like you thought it would be?

## LESSON PLAN 2

| | | |
|---|---|---|
| **TEXT:** | **America Will Be** | **(*Italics* are used with statements** |
| **CHAPTER 4:** | ***The First People of the Americas*** | **from text. Pages in parentheses.)** |

### FOCUS INSTRUCTION

**Chapter:** A chapter focus activity is provided in *Preview* (78) and a lesson preview in *Looking Forward* (78).

**Lesson 1:** Invite speculation about what students expect from the lesson title. Draw attention to *Focus* question (80) and the understanding of "environment."

**Lesson 2:** Have students speculate on the *Four American Indian Cultures* (86).

**Lesson 3:** Use activities in *Introduce* (94).

### ACTIVATE PRIOR KNOWLEDGE

**Lesson 1:** Describe Ice Age and ask students to share experiences in snow and ice and why people would move to find food.

**Lesson 2:** Use *Access Strategy* (87).

**Lesson 3:** Ask students to describe the type of house they usually think about when they think of American Indians. Review pictures on pages 86 and 90, then look at the one on page 95.

### PREVIEW TEXT

**Lesson 1:** Preview the span of time this chapter covers. Timelines are at the top of pp. 80, 86 and 94. The skill of reading timelines is described on p. 99.

**Lesson 2:** Have students discover and write the names of the four cultures that will be discussed in this chapter. On the board, provide the heading from *Graphic Overview* (86) and alert students that it is important for them to look at these features in each culture.

**Lesson 3:** Follow *Introduce* section (94).

### PRESENT CONTENT

This chapter lends itself to student activities related to creation of American Indian villages and village life either through drawings or models. It is especially useful to use collaborative activities that can be related to the cooperation in Iroquois villages.

The concept of timelines can be difficult for students. Students can achieve some understanding of the causal factors in history as evident in Lesson 1, and the sequence of events along a timeline as shown on p. 99. The activation of students' prior knowledge of their grandparents, their origins, and family migrations can be helpful. A personal timeline can also help students grasp an understanding of the historical sequence of events.

The *Literature* section (84-85) is a preview activity for the second lesson and provides an advanced understanding of cultural differences.

### SPECIAL TEACHING

*Graphic Organizers* are provided in the TE (80, 86, 94) and can be used to help students understand causes and classes of cultural activities and characteristics. DRA's are recommended, however, reciprocal teaching is also appropriate. Guide questions are provided following this plan. Use previewing, predicting and reviewing strategies. Use three dimensional globe. Select and use activity or activities provided in TE and build or draw village.

### SPECIAL LEARNING

Timeline skill instruction is provided (99). Re-establish understanding of *Graphic Organizers* and teach concept of timelines.

### INTERACTIVE ACTIVITIES

**Lesson 1:** Use *Map and Globe Skills* activity (82) with collaborative groups.

**Lesson 2:** Use *Collaborative Learning* Activity on page 90.

**Lesson 3:** Use collaborative learning for drawing or constructing a village (see *Access Activity*, 95).

### CHANCES TO PRACTICE

**Lesson 1:** Use of mapping skills (82). **Lesson 2:** Use of *Collaborative Activity* (90). **Lesson 3:** Construct village (Lesson 3 above).

### EXTENDING AND APPLYING

**Lesson 1:** Use *Extend* activity (85) that is provided for the literature pages. **Lesson 2:** Use *Map and Globe Skills* activity (88). **Lesson 3:** Use naming activity provided in TE *Activities* (96).

### CLOSURE

How did the lesson match your expectation? What important thing did you learn from today's lesson?

**Lesson 1:** Select question from *Review* (83).

**Lesson 2:** Use questions provided in margin of student's text (88-91).

**Lesson 3:** Select question(s) from *Review* (98).

## GUIDE QUESTIONS (PLAN 2)

**TEXT:** America Will Be
**CHAPTER 4:** *The First People of the Americas*
(Approximately one question per paragraph.)

### LESSON I: PAGES 80-83

**Page 80**
1. What covers the mountains?
2. What animals do the hunters kill?
3. Tell how the bones are used.
4. What did these hunters do that had never been done before?

**Page 81**
1. Why can't people walk from Asia to North America today?
2. What covered one-third of the earth's surface?
3. Was the surface of the oceans at that time higher or lower than today? Why?
4. Tell about glaciers.
5. The Bering Strait is now covered with water. What was it then?
6. Tell why the glaciers melted.

**Page 82**
1. The hunters who walked from Asia to North America are now called by what name?
2. What kind of land did the first hunters find?
3. Tell why the hunters went south.
4. What happened to the animals as the weather grew warmer?
5. Why were smaller weapons better that large ones?

**Page 83**
1. Tell what the Indians learned so that they could live off the land.
2. What did the Indians learn to plant and harvest?
3. Explain what happened after the Indians began to grow crops.
4. What did the Indians use to make clothing?
5. Tell about different Indian houses.
6. Tell three different ways that Indians lived.

### LESSON 2: PAGES 86-91

**Page 86**
1. What is a *mesa*?
2. What did Wetherill find built into the canyon wall?
3. Explain a *Mesa Verde*.

**Page 87**
1. How do you say *Anasazi*?
2. List the four cultures that you will study.
3. List what the *Anasazi* raised.
4. Tell why the *Anasazi* moved to the cliffs.
5. What was the *Anasazi's* most important food?

**Page 88**
1. Why did the *Anasazi* perform rain dances?
2. Explain why the *Anasazis* left the cliffs in the 1200's.
3. Why are the *Makah* called *The People of the Coast*?
4. What did the *Makah* hunt in the spring and fall? What did they do in the summer?
5. Where did they stay in the summer?

**Page 89**
1. What did they make in the winter?
2. Why did they have the potlatch ceremony?
3. Explain why there was a ceremony honoring salmon.
4. Why are the *Mississippians* called the *People of the River*?
5. Tell two ways the *Mississippians* used the stone called chert.
6. What did the *Mississippians* raise for food?

**Page 90**
1. What did the *Mississippians* build in the center of their towns?
2. How many years did it take to build a mound?

3. List what has been found in the mounds.
4. What makes us think that some parts of the *Mississippians'* culture came from other places?
5. What does the evidence tell us about traders?

Page 91
1. In what ways were the *Creek* like the *Mississippians*?
2. What food did the *Creek* eat?
3. Describe a *Creek* village.
4. Describe the town council.
5. Describe the festival that was part of the *Green Corn Dance*.

## LESSON 3 PAGES 94-98

Page 94
1. Where is the *Iroquois Nation*?
2. Why was the *Iroquois* man in London, England?

Page 95
1. What is a *confederation*?
2. Describe a *longhouse*.
3. Did both the men and women work?

Page 96
1. What did the clan leader's *feather* mean?
2. What did the *headband* mean and what could the leader do because of her position?
3. Describe the leader's *moccasins*.

Page 97
1. What was done with the food and hides?
2. Describe what the *Iroquois* women did.
3. The Iroquois believed that a *spirit* was in what things?
4. How did they honor land and animals?
5. How did the *Iroquois* share food when it was scarce?
6. Why was cooperation important to the five tribes of the Iroquois Nation?

Page 98
1. What did the god tell *Hiawatha*?
2. What did *Hiawatha* tell the tribes?
3. After hearing *Hiawatha's* words, what did the tribes do?
4. How many chiefs were there in the *Great Council*?
5. What did the *Council* do?
6. Why is the story of *Hiawatha* important to the *Iroquois*?

## LESSON PLAN 3

**TEXT:** **Across the Centuries** (***Italics*** **used with statements from text.**
**CHAPTER 4:** ***The Empire Islam*** **Text pages in parentheses).**

### FOCUS INSTRUCTION

**Chapter** Use *Preview* suggestions (72). This chapter is a historical extension of Chapter 3 and the relation of this chapter to the previous chapter needs to be explained and discussed (*Looking Back*, and *Looking Forward*, 72).

**Literature** *Introduce* (74) and provide *Background* (74).

**Lesson 1:** Use *Introduce* suggestions (78). **Lesson 2:** Use *Introduce* suggestions (85). **Lesson 3:** Use *Introduce* suggestions (95).

### ACTIVATE PRIOR KNOWLEDGE

**Literature** Use *Access Strategy* (75).

**Lesson 1:** Have students describe what they learned about the Muslims in Chapter 3. Use *Access Strategy* during lesson (79).

**Lesson 2:** Have students locate Baghdad on the map on page 81 to prepare them for the discussion of that city in this lesson. Also, look at map on page 87 to see smaller map area.

**Lesson 3:** Return to map on page 81 to locate Spain and review story on the two empires (84, 91).

### PREVIEW TEXT

**Lesson 1:** Have students glance at headings to get an overview of content. Read *Focus* Question. "What subjects will be covered in the lesson?"

**Lesson 2:** Have students notice expanded definition of *Empire* in insert on page 86. Use *Develop* activity (86).

**Lesson 3:** Have students read major heading (95, 96, 99) to help them anticipate the course of history in Spain. Use *Access Activity* (96).

### PRESENT CONTENT

**Lesson 1:** Preview *Key Terms*; have students find terms in the lesson and have students explain their understanding of the definitions.

**Lesson 2:** Use *Graphic Overview* (78) to help students understand changes. Present *Overview* headings and have students fill in groups and titles of empire and factions (or use at *Close*, 84).

**Lesson 3:** Use *Access Strategy* (96).

### SPECIAL TEACHING

*Graphic Overviews* are provided in TE (78, 85, 95 ) and can be used in presentations and/or at the close of the lesson. DRA strategies are recommended and reciprocal teaching is also appropriate. Guide questions are provided following this plan. Use the previewing, predicting and review strategies (some are provided in the TE). Use three dimensional globe to establish geographic perspective.

### SPECIAL LEARNING

The text provides special pages on *Main Ideas* (94) and *References Sources* (101). These skills will be difficult for many students with learning disabilities and few will be able to work independently on these pages. The identification of topic sentences may be all that you will expect at this point. Activities will need to be simplified, taken step-by-step, modeled, demonstrated, practiced and reviewed on subsequent days.

### INTERACTIVE ACTIVITIES

**Literature** *Diorama* (76) provides opportunity for collaborative activity.

**Lesson 1:** *Access Strategy* (79) provides opportunity for collaborative activity. **Lesson 2:** *Collaborative Learning* activity is provided (88). **Lesson 3:** Use *Access Strategy* (96).

### CHANCES TO PRACTICE

**Lesson 1:** Use *Writing* activity (80). **Lesson 2:** Use *Social Systems, Basic Study Skills* (88). **Lesson 3:** Use *Social Participation* (98).

### EXTENDING AND APPLYING

**Literature** Use *Writing a Letter* (77).

**Lesson 1:** Use *Study Skills* (83). **Lesson 2:** Use *Study Skill* (89) in collaborative groups. **Lesson 3:** Use *Study Skills* (97).

### CLOSURE

**Lesson 1:** Review the information gained from the *Graphic Overview* (in *Close*, 84). **Lesson 2:** Use *Close* (91). **Lesson 3:** Use *Close* (100).

## GUIDE QUESTIONS (PLAN 3)

| | | |
|---|---|---|
| TEXT: | Across the Centuries | (Approximately one |
| CHAPTER 4: | *The Empire Islam* | question per paragraph.) |

The Empire of Islam: Pages 72-73

Page 72
1. What two grand cities will be discussed in this chapter?
2. What important *Muslim* event happened in the 600's?

Page 73
1. What important event happened to the *Muslims* in 1492?

### LESSON 1: PAGES 78-84

Page 78
1. By nightfall who won *Damascus*?
2. Explain the word *empire*.
3. Who was the leader of the *Umayyads*?

Page 79
1. Who is a *caliph* (*Glossary*, page 543)?
2. What is the name of *Mohammad's* home city?
3. Where did *Muawiya* move the capitol? Find cities on map, page 81.
4. Who are the *Berbers*?
5. What present day countries were conquered by the *Muslims* after they crossed the *Strait of Gibraltar*?
6. What did the *Muslims* do to their own boats so they could not return home?
7. Why was *Charles Martel* called *"the Hammer"*?
8. Name the battle and the date when *Charles Martel* stopped the *Muslim* invasion.

Page 80
1. What were *pagans* forced to do?

Page 81
1. How did the *Muslims* treat *Christians* and *Jews*?

Page 82
1. What different taxes were paid?
2. Who served in the *Muslim* army?
3. Describe the system of government called a *bureaucracy*.
4. Who ruled under the *caliph*?
5. How strict were the *emirs*?

Page 83
1. What parts of the "new culture" will be discussed on this page (see headings)?
2. What was made the official language of *Muslims*?
3. What was on *Islamic* coins?
4. Identify the important features of the *Islamic* religion that are found in every *mosque* (see pages 61 and 72).

Page 84
1. How did the number of converts effect the economy of the *Umayyads*?
2. Why did the lack of conquests reduce the economy of the *Umayyads*?
3. Why were secret societies formed?
4. Were the *Abbasids* friends of the rulers?
5. What happened in the *Empire* by 750?
6. Tell what happened to the leader who escaped from the deadly dinner.
7. How many empires were there at this time?

### LESSON 2: PAGES 85-91

Page 85
1. What was the capitol of the *Islamic Empire* at the beginning of this lesson?
2. Why was *Baghdad* ir[illegible]ally located?

Page 86
1. How long did the *Abbasid Empire* last?
2. What are two reasons the *Empire* lasted so long?
3. Give two reasons for the decline of the empire.

Page 87
1. What began to happen as the power center moved farther east?
2. The *Arabic* language was still important in what activities?

3. What made the economy strong?
4. What riches did the empire at *Baghdad* have?
5. How did the *Abbasids'* supply water for crops and livestock?
6. What did traders bring?

Page 88
1. What part of banking did the Muslims develop?
2. Why was commerce easy?
3. What many things did wealthy people do?
4. What does the word *calligraphy* mean?
5. What were the common decorations in the *mosques*?

Page 89
1. Why didn't the Muslims use human forms in their decorations?
2. Describe the most common floral design.
3. Who taught the *Abbasids* to make paper and why was this event important?
4. What was the *House of Wisdom*?
5. What translations were shared with the *Christians*?
6. What happened to poetry at this time?

Page 90
1. What did Islamic astronomers know long before the time of *Columbus*?
2. Where does the word *algebra* come from?
3. Describe medicine during this time.
4. What was included in the *Canon of Medicine*?

Page 91
1. What caused the rise in taxes?
2. Why were the *Fatimids* unhappy?
3. What did the *Fatimids* do in North Africa?
4. Nomadic *Turks* captured what important city?
5. How did the *Turks* rule govern the empire?
6. How did the *Abbasid Empire* end?

## LESSON 3: PAGES 95-100

Page 95
1. How many times a day do *Muslims* face *Mecca* and pray?
2. In what three areas was the *Great Mosque of Cordoba* important?
3. What did *Abd al Rahman* discover when he reached Spain?
4. What city became the capitol of the independent *Islamic* kingdom?

Page 96
1. Against what two groups was *Abd al Rahman* defending the kingdom?
2. What was the importance of *Abd al Rahman III* becoming a caliph?
3. How did *Abd al Rahman III* protect his kingdom?
4. Name the most famous attraction in Cordoba.
5. How big was Cordoba in 900?

Page 98
1. Describe Cordoba.
2. Why were poets and musicians important figures in the court of the caliphs?
3. How many libraries were there in Cordoba?
4. What was the greatest *legacy* of Cordoba?

Page 99
1. Describe how *Ibn Firnas* explored the mechanics of flight.
2. How did the *Muslims* treat *non-Muslims*?
3. In what ways was Cordoba a city of merchants?
4. What was done to encourage agriculture?
5. On the map on page 96 identify the color of the *Christian* held land..

Page 100
1. What is the importance of the city of Toledo, Spain?
2. In what direction did the Muslims retreat?
3. How long had Cordoba been the Muslim capitol when it fell to the Christians?
4. In what year were the last of the Muslims driven out of Spain?
5. Where in North Africa did most Muslim refugees from Spain settle?

# COMMENTS ON LESSON PLANS

The lesson plan format used in this paper follows a model designed specifically for use with textbooks. The se quence of the plan was followed, without variation, for each of the three chapters. In actual practice, the teacher may find it helpful to vary the order of the lesson so that prior knowledge is introduced as a prologue to the focus of the lesson, or that the text preview is used as the first activity of the lesson. It is generally necessary to spend more time on the text preview while students become familiar with a new text. Advanced skills, like looking for topic sentences, can be introduced midway through the text.

The Guide Questions presented in this paper focus only on text content. They do not include recommended teaching strategies such as directed reading activity (DRA) or SQ3R. Such strategies should be used routinely for most expository reading. Guide Questions are designed to fit within one of the other strategies. With practice and instruction, students can be helped to construct their own DRA or SQ3R activities. They also can learn to create guide questions for others.

The intention of Part II is to provide teachers with examples of how plans and guides can be used to improve the effectiveness of instruction-with-texts. Teachers are encouraged to examine how texts are used in their classroom and to combine the best practices of teacher guided/directed instruction together with the best application of learning-from-texts.

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# APPENDICES

**Appendix A**

# RECOMMENDATIONS FOR PUBLISHERS

## PHASE I GETTING STUDENTS READY TO LEARN

### *Focusing Instruction*

Both the teacher's edition and the student's edition should set forth clear purposes for the lesson. Teachers should be instructed to make the purpose for the lesson explicit before each assignment takes place. The student edition should also make clear what students should learn from their reading or upcoming learning activity.

New skills should build on and explicitly relate to previously learned skills and experiences. In the teacher's edition, prerequisite knowledge and skills should appear at the beginning of chapters or units, and texts should note where the previously taught information is located. Teachers should have more guidelines to informally assess students' prerequisite knowledge.

Teachers should be provided with a greater variety of suggestions for highly motivating, hands-on, concrete activities when introducing new material. These "non-reading" activities should more actively involve and prepare students for the material and, as often as possible, help them see how this information relates to the real world.

### *Activating Prior Knowledge*

Teachers' editions, particularly at the secondary level, need to consistently have teachers tap students' prior knowledge in order to relate new information to what students already know. They should sensitize teachers to listen for students' misconception and provide information for clarifying them.

Textbooks should use more metadiscourse or "friendly talk," not only to help activate the reader's prior knowledge, but also to make relationships between concepts more explicit. For example, "Most of you have seen lakes and rivers ...;" "Look back at the picture on the last page ...;" "Have you ever flown in a plane?"

### *Previewing Concepts, Vocabulary, Text Structure*

Teachers' editions should highlight core information, identify major themes, set priorities, and/or guide teachers to make informed decisions about choosing chapters, units, and concepts that provide a logical body of information for students. The students' editions should give students a strategy for previewing the text prior to reading.

Textbooks should highlight important vocabulary words and concepts, help teachers introduce and reinforce them, using examples and non-examples, and relate the new words to students' prior knowledge. Texts should also differentiate between high frequency words and technical vocabulary.

Publishers should improve upon the structure of information in textbooks: headings and subheadings should reflect an accurate, logical organization of subject matter; topic sentences should be obvious; connectives and referents should be clear; and graphic aids, questions, and activities should be designed to help readers organize and manage information. Teachers' editions should provide explicit information about ways teachers can help students learn about textbook structures and features.

## PHASE II ENGAGING STUDENTS IN THE LEARNING ACTIVITY

### *Helping Students Comprehend Information in the Textbook*

Textbooks, particularly at the secondary level, should include specific instruction in active reading techniques in both the teachers' edition and the student edition. These include note taking, highlighting or underlining important information, or outlining. There should be explicit instructions for linking old and new information.

Textbooks should encourage teachers to make effective use of graphics, particularly for those children who experience reading problems and who may have difficulty attending to the print when pictures are present.

*Teaching Study Strategies*

Textbooks should provide explicit information to help teachers teach study skills, such as identifying text structure, chunking, mapping information, using visual imagery, test taking, and assignment completion strategies. Specifically, textbooks should provide models for developing and using effective graphic organizers and show teachers how to help students construct their own graphic organizers.

*Providing Experimental Activities*

Both science and social studies textbooks should provide suggestions for a wide variety of experimental activities.

*Emphasizing Metacognition*

Textbooks should instruct teachers and students in a variety of metacognitive skills such as questioning strategies, paraphrasing, and error monitoring. Instructions on when, how, and why to use strategies should be well integrated into the text. Textbooks should include information for teachers about how to help their students' monitor and assess their own learning.

*Employing Cooperative Learning Strategies*

Textbooks should encourage cooperative learning structures at both the elementary and secondary level and during all phases of learning. Activities might include group study, team reading, research, reviewing, reporting, peer teaching, and culminating projects.

## PHASE III HAVING STUDENTS DEMONSTRATE COMPETENCE AND EXTEND KNOWLEDGE

*Having Numerous Opportunities to Demonstrate Mastery*

Textbooks, particularly at the secondary level, should encourage teachers to provide students with many opportunities for active class participation. Textbooks should also encourage teachers to maximize the number of acceptable student responses.

*Providing for a Variety of Ways to Demonstrate Competence*

Textbook programs, particularly upper elementary and secondary, should provide a variety of activities other than written tests for students to demonstrate their learning. These could include role plays, debates, projects, experiments, and demonstrations.

*Extending / Applying Learning*

Textbooks should provide a rich variety of interesting activities that apply and extend new learning into meaningful contexts, suitable for a wide range of learners. They should relate to students' real world and encourage home involvement.

*Source: J. Ciborowski. Improving textbook usability. (ERIC ED, 310 585, 25-27, 1988), pp 41-44.*

## Appendix B

# TEXTBOOK SURVEY DATA

***Based on the responses of 31 elementary and secondary teachers of learning handicapped students who use social studies textbooks in the instructional program.***

**QUESTION ASKED: List first two or three features that the publisher should include in the student's text that would help learning disabled students.**

| Teacher Responses/Suggestions | Number of Responses |
|---|---|
| Activities: more hands-on practice; suggested projects | 8 |
| on each page | 1 |
| Advanced organizers, e.g., graphic organizer, simple outlines | 8 |
| Allow space on page (don't cram), less on page | 7 |
| Audio tape of text | 5 |
| Build on or relate to experience | 3 |
| Suggestions for comparison questions and content events around people and cultures, more biographical; | 2 |
| more depth and completeness | 1 |
| Consistent organization | 3 |
| Examples: many and concrete | 1 |
| First person writing in text, | 1 |
| real situations | 1 |
| Integrate geography throughout (hands-on activities) | 2 |
| Introductions: objectives (clear) at beginning of chapters; | 2 |
| questions or study guide at the beginning to key on what to look for | 3 |
| Larger print | 8 |
| Logical sequences | 1 |
| Narrative question form that parallels the text exactly and uses the text words | 1 |
| Non-Euro centered perspective, non-traditional role models | 2 |
| Questions for group discussions | 1 |
| Reduced number of ideas/concepts: | |
| shorter chapters | 3 |
| simpler sentences | 4 |
| more information on fewer topics | 1 |
| eliminate skipping around | 1 |
| Reduced reading level | 2 |
| Section headings clearly and boldly printed | 2 |
| Summary of lesson ior teacher | 1 |
| Texts are getting too large | 1 |
| Thematic centered materials | 3 |
| Visual aids (many): charts, diagrams, color, films illustrations, videos, color coding; | 11 |
| important information high-lighted; | 3 |
| laminate pages with maps and other visuals so that students can mark | 1 |
| Vocabulary: glossary in text/chapter; | 5 |
| highlight new/important words (e.g. boldface); | 6 |
| meanings on same page | 2 |
| clear definitions and numerous examples; | 1 |
| vocabulary words at beginning of chapter and page referenced | 1 |

**QUESTION ASKED: List two or three features that the publisher might add to the teacher's edition that would help you instruct learning disabled students.**

| Teacher Responses/Suggestions | Number of Responses |
|---|---|
| Activities that help integrate into other subjects (interdisciplinary); | 2 |
| options for diverse styles; | 1 |
| outside class, home, etc.; | 2 |
| activities for poor readers; | 1 |
| hands-on activities for kinesthetic learner (at all levels) | 1 |
| Adaptation suggestions including: | |
| cooperative learning exercizes, hands-on activities; | 2 |
| show how to and give examples (e.g. plays) | 2 |
| Alternative assessment to quizes and tests | 1 |
| Advanced and graphic organizers | 4 |
| Background information; | 1 |
| interesting "trivia" about historical period; | 1 |
| references/suggested readings | 2 |
| Game ideas | 2 |
| Humor and words of encouragement for teacher | 1 |
| Introduction of chapter: | |
| suggestions for capturing interest; | 1 |
| theme organized introductions | 1 |
| Key concepts, core of lesson is | |
| provided and outlined; | 1 |
| expected student outcomes provided | 1 |
| Mapping skill activities | 1 |
| Multi-sensory, hands-on activities | 2 |
| Objectives listed | 1 |
| Prepare teacher for common student difficulties and how to prevent those difficulties | 1 |
| Questions that involve personal, moral issues, and higher level thinking | 2 |
| Resources: primary source, supplemental readings,bibliographies, films | 4 |
| Teacher's edition should include answer keys and margin suggestions referring to the appropriate text page | 1 |
| Teaching strategies at end of each chapter, e.g. role playing and simulations | 2 |
| Teaching strategies explained, | 1 |
| e.g. vocabulary development, | 1 |
| activating prior knowledge | 1 |
| Visuals: colorful, uncluttered, dynamic | 2 |
| transparencies (more) | 1 |
| Worksheets that break down tasks and build higher level thinking | 1 |